**K-5 Math Lesson Plan**

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| **Teacher:**  **Ms. Johnson**  **Ms. Southard** | | | **Grade: 2nd** | | | **Date(s)**: Task 3 Day 2 |
| **Unit Title:**  Inventory Investigation | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**   * How do I compose numbers up to 1000? * How do you know the value of a number? * How do patterns help me skip count?  |  | | --- | |  | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  [**http://www.k-5mathteachingresources.com/support-files/representingnumbersin4ways.pdf**](http://www.k-5mathteachingresources.com/support-files/representingnumbersin4ways.pdf)  (These are number cards that you need to copy onto transparencies and only enough of the cards on paper for each group for guided practice)  Two ways grid handout (see below) | | **Student:**  Paper copy of sheet titled 2 Ways (see below)  Base ten cards (see teacher material) | | | **Based ten**  **Expanded Form**  **place value**  **hundreds**  **tens**  ones skip count  counting on  **\*Bold face words are used inside the lesson** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | **2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b) | | | | | | |
| **I Can Statement(s):**   |  | | --- | | * I can use base ten numerals to read and write numbers to 1000. * I can use number names to read and write numbers to 1000. * I can use expanded form to read and write numbers to 1000. | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Review lesson yesterday by playing numeral concentration game as a class. | | | | | |
| **Teacher Directed:**  Using an overhead or classroom board create a grid with 3 sections. Write one of the following in each section you created in this order (Base ten cards, Numeral, Word Form). Pass out worksheet titled ***2 ways*** to each student (attached). Explain to students that you will show base ten cards on the overhead (see materials for number cards) and they are expected to record the numeral as well as the word form. Continue this lesson until cards are completed.  For exposure: Add on a couple of expanded form numbers. | | | | | |
| **Guided Practice:**  Place students in groups of two. Instruct students in group to place all cards into one stack and make sure they turn them face down (use base ten cards from attached link, see teacher resources). Allow each student to take a turn flipping over a based ten card from the stack. Have both students record both the word and number form of each card reveled. | | | | | |
| **Independent Practice:**  In their math journals, students will be asked to write five different numbers represented as based ten numeral and written form. | | | | | |
| **Closing/Summarizing Strategy:**  Have students volunteer to share a number from their journals in the three forms listed above. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Have based ten cards with thousand place included  Introduce expanded form numbers within the lesson   |  | | --- | |  | | | | |  | | --- | | Use color coding to help students understand place value on based ten cards  (for example: **red**=100’s, green=10’s and blue= 1’s) | | | | In math dictionary draw based ten vocabulary words and illustrate. |
| **Assessment(s):**  Informal: (Exit ticket) Ask students to randomly tell you the numeral form as well as word form. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

2 Ways

Teacher Directed

|  |  |  |
| --- | --- | --- |
| Base 10 card  Card 1 | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card  Card 2 | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card  Card 3 | Numeral | Word |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Draw flipped over based ten card in based ten box. Fill out the numeral as well as the word form in the appropriate box below.

2 Ways

|  |  |  |
| --- | --- | --- |
| Base 10 card | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card | Numeral | Word |

|  |  |  |
| --- | --- | --- |
| Base 10 card | Numeral | Word |